

Title I Program Evaluation – School Year 2012-2013

BASIS was founded to raise academic expectations, student achievement, and academic accountability. The Title I program at BASIS supports the BASIS mission and rests on 4 pillars: a rigorous curriculum, student accountability, knowledgeable and effective teachers, and equal access to all interested students through open enrollment.

In the first year of operation data was collected and analyzed across all students and various levels of support and modification was done to align with the identified needs. For students identified as struggling academically, teachers and student support staff worked with students to build a sense of personal responsibility for their education - helping create a culture of positive support which reinforces personal responsibility, good study habits, organization, work ethic, and an overall sense that learning is exciting, rewarding, and worthwhile.

For identified Title I students, additional intervention techniques were also utilized.

Preliminary Data on Students

Early Diagnostic Tests (EDT) in reading and math were given to all enrolling students starting in February. The EDT was a free response format assessment that was used to identifying students in need of intense remediation. In June students were again assessed with a Readiness Test. The Readiness Test was a more comprehensive multiple choice assessment in both reading and math.

The results of the assessments outlined that the BASIS DC Students started with large, foundational problems in content mastery. The oldest students are the furthest behind where they should be – especially 8th grade. The BASIS DC students have an unusually wide variation in abilities that will present unique problems for teachers to engage the whole classroom.

Most DC students do not demonstrate fluency of math facts.

There are very few students demonstrating mastery of basic pre-algebra skills

Data demonstrate that knowing a student's grade level provides very little predictive power for either their reading or math ability.

Based upon the identified needs the Title I Program evolved into three main program were implemented.

Student Support

Social Worker

The Social Worker assisted student and parents as necessary to support the counseling and mentoring to assist students in meeting their academic goals. Based upon observation, the services of the Social Worker were successful in enhancing the students' ability to achieve.

Reading Specialist

The Reading Specialist assisted teachers with strategies to work with identified Title I students within the classroom. She would facilitated study groups with classroom teachers to discuss strategies and intervention ideas for Title I students. The Reading Specialist position provided additional resources to the teachers and students but other programs may be more effective in providing direct services based on student needs in the second year.

Student Support Assistants

The Student Support Assistants worked individually and in small groups with identified Title I student during non-academic periods within the school day.

The Student Support Assistants met individually with students who have been identified by grades, by teacher recommendation and additional qualitative and quantitative measures as students in need of additional support. Besides working with students to develop study skills and organizational skills, the Student Support Assistants also coordinated after school instruction, scheduled times for the student to attend teachers' office hours, and regularly communicated with the student's family regarding his/her academic progress. Student Support Assistants served students through the Tutoring Program, Supplemental Instructional Program within the school day, and Summer School to ensure students have access to the programs that are most effective for their individual needs and situation.

After School Instruction

The After School Tutoring program was not able to be launched until the end of the year. It is believed with an extended period of time the tutoring program will be effective in supporting student progress.

Summer School

The BASIS DC Summer School program was a two week instructional course designed to help Title I students achieve greatness. Summer School teachers were existing faculty that have demonstrated high levels of success with their students during the traditional school year and were able to support and move the Title I students to the next level as well. Students who took part in BASIS Summer School program worked to master the core competencies necessary and practiced the skills necessary for long-term academic success at BASIS DC. The program centered on two Focus Areas: Math and Reading.

Results

BASIS utilizes a variety of exams to monitor student performance, including Early Diagnostic Tests, Readiness, teacher assessment, Pre-Comps, Comps, and DC CAS. In the first year of operations DC-CAS was the best measure of student progress.

Overall, BASIS DC did well on DC-CAS. 81% of students scored proficient or advanced in reading, putting us first among all charter schools in the city. 77% of students scored proficient or advanced in math, putting us 10th among charter middle schools in the city. The average of these two scores, 79%, is our "composite score," which ranks third in the city among charters. These proficiency scores compare very favorably to statewide averages close to 50%.

Score Distribution:

Compared to reading, math scores demonstrated greater stratification. While a larger number of students failed to meet proficiency in math, a very high percentage, 43%, scored "advanced." This proportion of advanced students may be among the highest in the city when comparison data is released. Of students who failed to meet proficiency, most were not particularly far below the threshold. Only 5% of students in math and 2% of students in reading scored at the lowest level: "below basic."

Overall, the score distribution followed a roughly normal distribution, and did not display any particularly prominent skewness or bimodality.

Subgroups:

Every subgroup tracked by OSSE exceeded the average proficiency levels of their statewide counterparts in math and reading. This includes economically disadvantaged, special education, English Language Learners, and every racial and ethnic classification. On top of this, the racial performance gap at BASIS DC was smaller

than that of the District as a whole by approximately 20% (using data available at the time of this report).